**ELA Portfolio for moving from Intermediate to Advanced**

**ELA-E Introduction to Literature**

*Student Name* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *ID Number* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*SS Placement Test:* Pre \_\_\_\_\_\_\_\_\_ Post \_\_\_\_\_\_\_\_\_\_ *SIFE:* yes \_\_\_\_ no \_\_\_\_

*CELA:* Overall \_\_\_\_\_\_ R \_\_\_\_\_\_ W \_\_\_\_\_\_ S \_\_\_\_\_\_ L \_\_\_\_\_\_

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| * **Students must show proof of mastery (80% or better) on all of the writing, reading, speaking and listening skills listed below** | | | |
| **WRITING REQUIREMENTS:** | **Pre-Test (date & Teacher Signature)** | **Post Test**  **(date & T.S)** | **Comments:** |
| 1. Short Constructed Response – well developed paragraph that responds to prompt with evidence and elaboration. |  |  |  |
| 1. Literary Analysis Essay – explain theme, characterization, how setting relates to theme, and/or literary devices. |  |  |  |
| 1. Persuasive Essay – use rhetorical devices to convince reader |  |  |  |
| 1. Write a narrative/short story using story elements |  |  |  |
| 1. Multiple creative writing pieces   using a variety of genres |  |  |  |
| 1. In-class Essay Exam (at least 1 on theme) |  |  |  |
| 1. Research Paper (students must evaluate the usefulness of data or information gathered) |  |  |  |
| 1. Critique, peer-edit, and make recommendations on others’ writing using a rubric |  |  |  |
| 1. Grammar Tests: |  |  |  |
| Conditional |  |  |  |
| Passive Voice |  |  |  |
| Gerunds |  |  |  |
| Infinitives |  |  |  |
| Future Perfect |  |  |  |
| READING REQUIREMENTS: |  |  |  |
| 1. Students must read the following genres and complete a book report/literature analysis demonstrating that they can infer meaning from a text, as well as apply key literary terms and story elements (point of view, characters, sequence of events, conflict, etc). |  |  |  |
| * Fiction (short story) |  |  |  |
| * Fiction (novel) |  |  |  |
| * Play |  |  |  |
| * Poetry |  |  |  |
| * Biography or Autobiography |  |  |  |
| * Other non-fiction |  |  |  |
| 1. Interpret non-fiction text features (headings, captions, graphs, tables, etc) |  |  |  |
| 1. Complete graphic organizers showing understanding of cause/ effect and compare/contrast. |  |  |  |
| SPEAKING REQUIREMENTS: |  |  |  |
| 1. Explain literary content in an oral book report |  |  |  |
| 1. Read with expression |  |  |  |
| 1. Recite a poem from memory |  |  |  |
| 1. Formulate questions |  |  |  |
| 1. Debate the pros and cons of a controversial issue |  |  |  |
| 1. Defend an opinion using evidence |  |  |  |
| 1. Presentation of research paper including visuals and graphs using multimedia technology |  |  |  |
| 1. Use idioms in class discussions (“idiom of the week”) |  |  |  |
| LISTENING REQUIREMENTS: |  |  |  |
| 1. Re-tell a story you heard |  |  |  |
| 1. Analyze a story or poem told orally and interpret cause and effect scenarios from oral discourse. |  |  |  |
| 1. Interpret a story told orally with multiple meaning words, make inferences, and react to conversations/storytelling containing satire, sarcasm, and humor. |  |  |  |
| 1. Take notes on an oral presentation or conversation, then compare and contrast information obtained through visuals or oral descriptions using specific/technical language and identify figurative language. |  |  |  |

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| * Students must show that they can use these strategies in class. | | |
| **STRATEGIES:** | Date & T.S. | Comments: |
| 1. Literature Circles |  |  |
| 1. Annotating Text |  |  |
| 1. Questioning the Text |  |  |
| 1. Generating Questions |  |  |
| 1. Outlining |  |  |
| 1. Peer/Self Editing |  |  |
| 1. Transformation of Text from one genre to another |  |  |
| 1. TP-Cast |  |  |